

School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Newburgh Enlarged City School District	GAMS High Tech Magnet School	K-5

Collaboratively Developed By:

The GAMS High Tech Magnet School SCEP Development Team

Una Miller, Jeanette Logerfo, Claudine Mazza, Megan Mata, Jennifer Mojica, Cynthia DeLa Cruz, Rachel Holzapple, Carolyn Evans, Jason McAllister Jr., Jennifer Nilsen, Chris Fiorentino

Guidance for Teams

Template

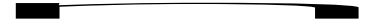
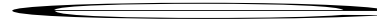
Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document "[How Learning Happens](#)," particularly page 3. Then the team should ask, "What should we prioritize to support our students and work toward the school we wish to be?"

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

1669 School teams have a lot of flexibility when selecting



COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?

We are committed to collabor

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategieY			

Commitment 1

Authentic feedback
from a student
advisory

Monthly conversaer

Commitment 1

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

Survey Question(s) or Statement(s)	Desired response

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We are committed to providing our students opportunities to reflect and grow during the learning process.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>After reading the "How Learning Happens" document, we know that it is important to be intentional about our work, so that our students have opportunities to practice and build cognitive skills. A great way to accomplish this is by providing meaningful feedback so that students can build confidence with their strengths, and learn and improve from their weaknesses.</p> <p>After looking at our student, parent, and teacher survey data, it was evident to the team that some of our students and their families do not feel that they are getting meaningful feedback on their work to highlight these strengths and weaknesses. 59.3% of our students in grades 3-5 answered "sometimes" or "no" when asked, "Do you get feedback/suggestions on your school assignments that tell you how to improve?". In addition, 33.2% of our grades 3-5 students disagreed, strongly disagreed, or were unsure if they "get to talk with my teachers about how I am doing in school." By providing feedback, we are giving our students the opportunity to grow during the learning process, which is the follow up to our commitment #1, where we collaborate with our students in the design of the learning process.</p> <p>NOTES: Intentionality DATA: Teacher: 15.7% disagree or not sure: I provide written feedback on student work which indicates what they did well. 15.7% disagree or not sure: I provide written feedback on student work which indicates what the student can do to improve.</p> <p>Student:</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Conferencing</p>	<p>All K-5 teachers will conference with students using equitable conference schedules and discipline-specific resources on a regular basis.</p>	<p>Walkthrough data By December 2021, 20/33 (60%) classroom teachers will show evidence of using checks for understanding to provide feedback to students during conferencing By March 2022, 25/33 (75%) classroom teachers will show evidence of using checks for understanding to provide feedback to students during conferencing By June 2022, 28/33 (85%) classroom teachers will show evidence of using checks for understanding to provide feedback to students during conferencing</p>	

Commitment 2

students during
conferencing

SchoolPace data
By December 2021, 20/33
(60%) classroom teachers
will provide written
feedback in the comments
section of SchoolPace (ex:
"Feedback given to student
was ").

By March 2022, 25/33
(75%) classroom teachers
will provide written
feedback in the comments
section of SchoolPace.

By June 2022, 28/33 (85%)
classroom teachers will
provide written feedback in
the comments section of
SchoolPace.

Discipline-specific
data
Equitable
conference
schedules

Common Language

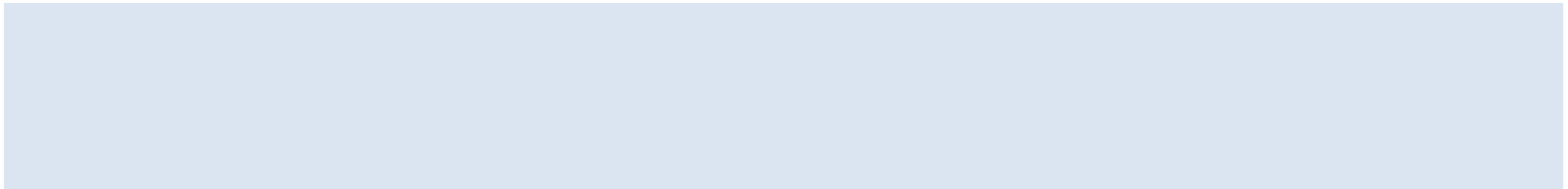
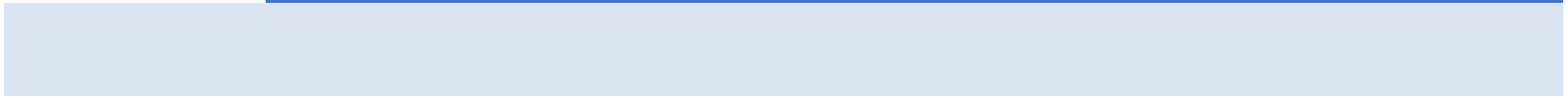
Commitment 2

	<p>Teachers should send home work with written feedback to share with families.</p>	<p>walkthroughs in all disciplines.</p> <p>By December 2021, 75% of students will be able to identify their glows and grows when asked during walkthroughs in all disciplines.</p> <p>By March 2022, 85% of students will be able to identify their glows and grows when asked during walkthroughs in all disciplines.</p> <p>By June 2022, 95% of students will be able to identify their glows and grows when asked during walkthroughs in all disciplines.</p> <p>Student work lists Glows & Grows. By December 2021, students in 20/33 classrooms will be able to show work that has Glows & Grows from the teacher.</p>	<p>Schoolwide reminders on Glows & Grows</p> <p>PLC time on common language - meaningful Glow and meaningful Grow, student samples</p> <p>Sample templates</p> <p>Tying common language into Leadership Assemblies, announcements, etc.</p>
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Commitment 2

		<p>By March 2022, students in 25/33 classrooms will be able to show work that has Glows & Grows from the teacher.</p> <p>By June 2022, students in 28/33 classrooms will be able to show work that has Glows & Grows from the teacher.</p>	
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End-of-the-Year Desir



COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one commitment we will promote for 2021-22?

Why are we making this commitment?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the school's vision?*
- *Why did this emerge as something to commit to?*
- *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the school's long-term plans?*

We are committed to creating a school environment and experience that fully supports all of our scholars by continuing to build family-school partnership.

At GAMS, we feel this commitment fits our school vision based on the results from the parent, s

Commitment 3

Parent response from parent survey. On average 26% of parents disagreed or were not sure has a clear social-emotional learning program. 8% of parents feel they are informed on a regular basis about how my child is doing in school.

Teacher response from teacher survey:

On average, 22.5% of teachers disagreed or were not sure they felt supported by their students' parents/guardians.

On average, 29.5% of teachers disagreed or were not sure that in general, parents/guardians understand the difference between bullying and disrespectful/mean behavior.

Commitment 3

		Monthly teacher poll on family-school connection.	
Blended parent education opportunities	This strategy entails offering both in-person and virtual opportunities for parents of scholars in grades K and 1 to increase technology, literacy, math and social-emotional skills to support learning at home.	<p>Positive outcomes in survey results.</p> <p>By Nov, 10% of K-1 families will have participated in an education opportunity.</p> <p>By Feb, 25% of K-1 families will have participated in an education opportunity.</p> <p>By June, 50% of K-1 families will have participated in an education opportunity.</p>	<p>Time for planning/prep of both options</p> <p>Access to technology</p> <p>Staffing</p> <p>Funds for take-home kits, resources/supplies to support both options</p> <p>Translation (salaries for bilingual support staff)</p> <p>Transportation for families to and from the school</p>

Commitment 3

End-of-the-Year Desired Outcomes

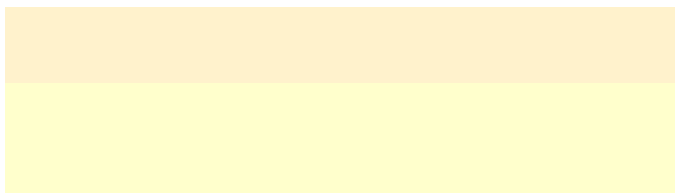
School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

Survey Question(s) or Statement(s)	Desired response

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCE



Evidence-Based Intervention

Clearinghouse-Identified

If "X" is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Cynthia DeLaCruz	Teacher
Carolyn Evans	Teaching Assistant
Chris Fiorentino	Math Director
Rachel Holzapple	Teacher
Jeanette Logerfo	Assistant Principal
Megan Mata	Teacher
Claudine Mazza	Teacher/Head delegate
Jason McAllister Jr.	Teacher
Una Miller	Principal
Jennifer Mojica	Speech Language Pathologist/Rtl Chair
Jennifer Nilsen	ELA Director

Our Team's Steps

Our plan is the result of collaborating to complete



Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.

Final submission August 27, 2021